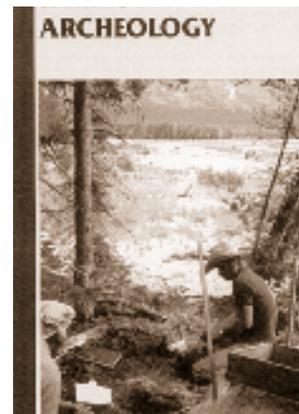


Daniel Haas

Education and Public Outreach in Federal Programs



A broad array of archeological experiences is available to the general public within the federal archeology program. Volunteers can select from many opportunities ranging from researching family histories to archeological field work. Beyond this, archeological information is reaching a wide audience through brochures, videos, exhibits, and on-site interpretive trails. Also, teachers are finding more curricular materials for classroom use. Federal agencies are contributing significant time and effort in these and other education and public outreach programs.*

Federal agencies are expanding their programs into education in large part because of antilooting efforts generated in the 1980s. Site protection efforts spawned many of the educational successes evident today. Clearly, public participation is integral to the future of conservation archeology. Congress recognized this need by passing an amendment to the 1979 Archeological Resources Protection Act which requires federal land man-

agers to establish programs to increase public awareness of the significance of archeological resources.

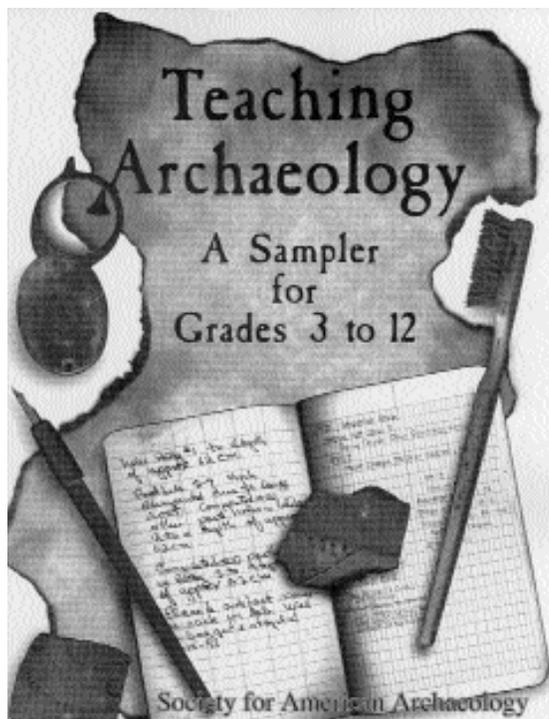
The Save the Past for the Future project sponsored by the Society of American Archaeology (SAA) laid the groundwork for a national partnership involving federal agencies, national and state organizations, and private foundations to develop strategies to fur-

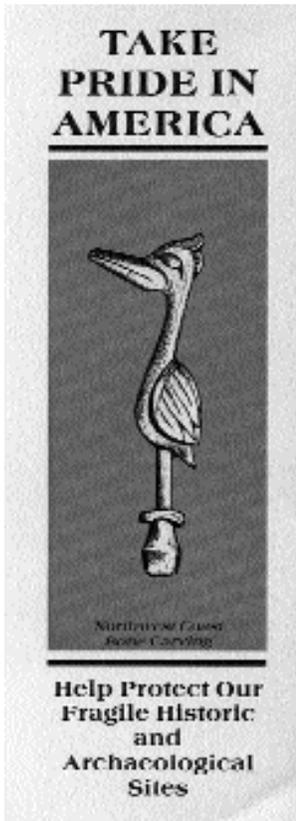
ther the preservation of our archeological heritage (Reinberg 1991:271-276). The Taos Working Conference held in 1989 produced a series of recommendations and actions to promote site protection efforts. The resulting publication *Action for the 90s* outlined several recommendations focused on education that are guiding efforts today (SAA 1990: 9-17):

- 1) Information must reach the public about archeology, its benefits and the affect of looting on these benefits,
- 2) Education and training must be improved to inform and sensitize the public and target groups; and
- 3) The public should be provided with alternative ways to participate in archeology ethically and legally, including avocational societies and volunteer projects.

National Partnerships

As educational programs spring up in many agencies and places, there is strong concern for developing a national archeological education strategy (Rogge 1991). Coordinated efforts are essential to producing a coherent strategy and to assure that quality education materials are distributed to teachers. What are the core archeological principles that we want to teach? Who are the publics, what do they know, what do they need, and how do we effectively communicate the message? (McManamon 1991). These are not new questions, but are basic to developing any educational program. The SAA Public Education Committee promotes awareness about and concern for the study of past cultures and encourages people in the preservation of heritage resources. This energetic and productive group of about 50 volunteers, who are members of the SAA and represent all sectors of public archeology, have collectively developed numerous products. (See KC Smith, this issue.) The Public Awareness Working Group (PAWG), an interagency organization coordinated by the Archeological Assistance Division of the National Park Service, was active in public education and outreach activities during the second half of the 1980s. The group produced *Take Pride in America* archeological theme bookmarks of which





2.9 million have been distributed since 1988. Through their efforts the brochure *Participate in Archaeology* was produced, showing how people can learn more about and participate in archeology and resource protection. Over 150,000 copies have been printed and distributed.

The Intersociety Working Group (IWG) includes the Society for American Archaeology, Society for Historical Archaeology, American Anthropological Association, Archeological Institute of America, National Trust for Historic Preservation, Forest Service, Bureau of Land Management, and National Park Service. Several issues of shared interest have been identified, including the evaluation of precollegiate education materials, establishing a nationwide network to gather and distribute materials, and developing an annotated guide to archeological resource materials. The group, although in its infancy, has the potential for producing nationally coordinated guidance and direction.

Agency Initiatives

One achievement clearly evident in all agency heritage programs over the last decade is the development of outreach initiatives in local programs. These programs often pool the resources of many agencies working together. The public wants archeological information in a readable format. Some of our publics are not satisfied with their role as passive recipients of information but want to participate in heritage management. It is imperative that agency archeologists respond to these needs through active outreach.

The Listing of Education in Archeological Programs Clearinghouse (LEAP) arose from the need to collect and share information about education efforts in agency programs (Knoll 1991). The Clearinghouse is a centralized computer database containing information from federal agencies and numerous public and private organizations who are conducting archeological educational activities.

LEAP contains information on (1) projects and programs to protect archeological resources and to educate the public about these resources; (2) projects or programs with avocational organizations and volunteers involving archeological survey, testing, excavation, curation, or interpretation; (3) projects or programs with museums, academic institutions, historical societies, etc., for exhibits or displays about archeological resources; and (4) brochures, posters, videos, radio and television coverage, and other results of these efforts.

Two catalogues have been produced summarizing this information (Knoll 1990, 1992). The current format of LEAP is undergoing evaluation. There are problems with maintaining a current listing with the exponential growth in education programs and with the method of information distribution. LEAP is being considered as a working model for developing a comprehensive national clearinghouse.

Teaching with Historic Places

Teaching with Historic Places is an educational project developed by the NPS and the National Trust for Historic Preservation in 1990 (Boland 1992). Historic properties listed in the National Register of Historic Places are used by elementary and secondary school teachers to enhance class instruction of history and social studies. The program consists of educational materials including lesson plans, educational kits, and instructional materials related to specific historic themes. Teachers are introduced to the plans at workshops, which are also used to create new ones. Students are exposed to significant places located in their own community. The plans are useful for both classroom and on-site visits.

NPS Public Interpretation Initiative

The NPS Public Interpretation Initiative was introduced by the Interagency Archeological Services Division of the NPS Southeast Region (Jameson 1991, 1993). The program developed from the growing need for archeologists to communicate information effectively to the general public. In particular, the interpretation of archeological materials suffers from poor communication between archeologists, professional interpreters, and educators. Interpreters and educators are tongue-tied by the highly technical nature of archeological information, while archeologists are not well trained to relate their knowledge to members of these professions or to the general public.

The training course, "Issues in the Public Interpretation of Archaeological Sites and Materials," was developed to bring archeologists and interpreters together to learn about their roles in designing effective presentations. The strength of the course is its use of a multi-disciplinary team approach to effectively apply interpretive methods to archeological programs.

Several workshops and symposia have resulted from the initiative. "Toward Sensitive Interpretation of Cultural Resources in a Multi-cultural Society" was held at the 1993 SAA meetings and a workshop titled "Conveying the Past to the Future: Interpreting Cultural History for Young Audiences" was held at the 1993 annual conference of the National Association of Interpretation. Finally, a publications program is being developed which will summarize and rewrite technical reports

for the general public. The first in the series titled, *Beneath These Waters. Archeological and Historical Studies of 11,500 Years Along the Savannah River*, chronicles 15 years of archeological and historical research in the Richard B. Russell Multiple Resource Area. The publication received an Achievement Award in the International Technical Publications Competition by the Atlanta Chapter of the Society for Technical Communication.

Adventures in the Past

The Bureau of Land Management (BLM) created the Adventures in the Past program in 1989. As its goals, the program increases the public's enjoyment of cultural resources and encourages wise stewardship of cultural resources.

The Heritage Education Program (HEP) resulted from the Adventure's initiative in 1991 under the coordination of the Imagination Team, an interdisciplinary team of educators and archeologists centered at the Anasazi Heritage Center in Dolores, Colorado. The long-term strategy of HEP is to strengthen children's sense of personal responsibility for the stewardship of America's cultural heritage. Educational experiences and teaching resources are offered for the school setting as well as for "outdoor classrooms," museums and other informal learning environments. "The projects work to capture the attention of young people at an early age, sustain their attention through hands-on activities, and enhance their skills through hands-on learning experiences." (Heath 1994: 16).

HEP involves two major initiatives, Project Archaeology and state partnership projects. Project Archaeology is a program for teachers and youth group leaders providing hands-on activities to teach children about the science of archeology and about stewardship of cultural resources and which supports the existing elementary and secondary school curriculum. The program includes three components: educational materials, a delivery system of teacher training workshops, and on-going teacher support.

Intrigue of the Past: A Teacher's Activity Guide for Fourth through Seventh Grades is the national text. The text won the 1992 Environmental Education Award at the Utah Society

for Environmental Education's conference. Under this program archeology resource guides tied to local curriculum and local cultural resources are provided to teachers through a series of workshops. The initiative piloted by the Utah State Office and now being developed by other states, reaches 10,000-12,000 students annually in Utah alone (Smith, et.al. 1993).

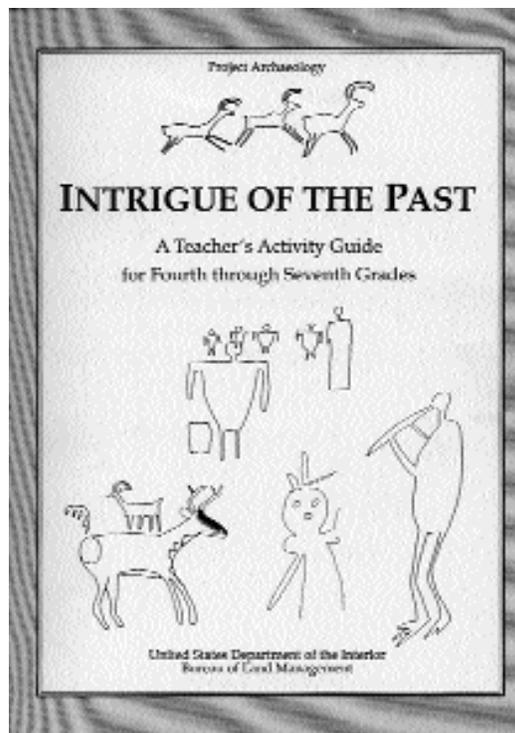
BLM sponsors a teacher institute with the Utah Museum of Natural History. The workshop includes teachers and social studies curriculum directors from Utah's 40 school districts. Rural school districts are targeted because there is where most of the threatened cultural resources are located. The archeology teacher institute is a means to establish a network of trained teachers statewide and to form a base for continued teacher involvement (Smith 1991).

The state partnership program allows local field offices to compete for national funds to produce educational projects. A good example is the Spain'92 Foundation celebrations. This project involved partnerships with the Government of Spain, the Universities of Arizona and New Mexico, the Arizona Humanities Council, the Art Students League of Denver, and the FWS, NPS and many others.

Windows On the Past

The Forest Service Windows On the Past national initiative was originally defined in a servicewide National Recreation Strategy to improve visitor services. The strategy was based on the growing public demand for cultural resource interpretation and the need to provide recreational and educational experiences for visitors. A vital component of this strategy is to provide opportunities for the public to participate in the heritage resource program. These opportunities include volunteerism, partnerships, and costshare programs. A variety of projects ensued including brochures, exhibits, interpretive trails, site tours, and field schools. The most exciting outgrowth was the Passport in Time program.

Passport In Time has grown from a pilot project in 1988 to an established, national program that has offered over 350 projects to over 3,000 volunteers. It is devoted to research and



heritage preservation, while providing volunteers with a "sense of ownership and a vested interest in the care of heritage resources (Osborne 1994:16). In 1994 volunteers were provided opportunities on some 85 projects (Schamel and Schaefer 1994). The projects included test excavations, wilderness inventories, restoration of lookout towers, architectural documentation, and recording rock art.

Legacy

In 1991 the Department of Defense (DoD) launched the Legacy Resource Management Program, a program that called for the improvement of natural and cultural resource management activities with the department (DoD 1993). Many of the Legacy cultural resource projects include public education and outreach activities and products. Over 500 demonstration projects were funded during FY91-93 and produced resource inventories, management-restoration-rehabilitation projects, brochures, reports, videotapes, and public participation and awareness programs. Through 1993, about \$90 million had been used for the identification, evaluation, protection, use, and enhancement of natural and cultural resources on military lands or lands affected by military activities.

Noteworthy Outreach Programs

Classroom education is the fastest growing activity in federal agency programs. The BLM heritage education program is notable for its leadership in this area. Other agencies are also working in this direction. NPS holds workshops for Alaska teachers, and the Forest Service sponsors the Ketchikan Teachers' Institute, which provides teachers with an overview of local native cultures and ways to bring multicultural education to their classrooms. The Department of Energy (DOE) sponsors a teacher fellowship program in Nevada providing local high school science teachers with the opportunity to work with professional archeologists.

Native American education is receiving some attention as well. The DOE-Hanford facility actively works with students on nearby reservations. BLM works closely with the Santa Fe Indian School on developing interactive computer programs on the prehistory of the Tewa Pueblo and Hupobi Pueblo. A multi-agency partnership from states in the Four Corners area with endorsement from the Arizona Inter-Tribal Council, Hopi, Indian Pueblo

Council in New Mexico, and the Gila River Indian Community are producing a video series designed to improve public perception of the value of prehistoric and historic cultural resources, archeology, and the accomplishments of ancient Native Americans which will be aired on PBS.

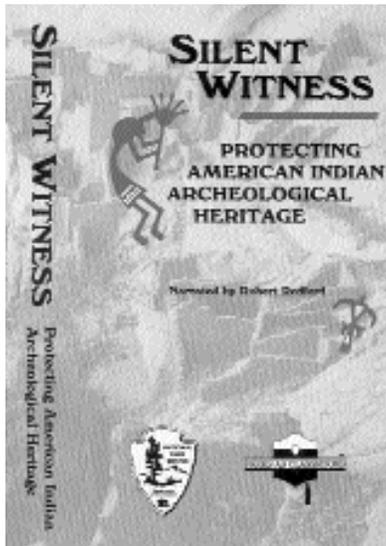
Volunteerism is both popular and contributes significant labor to heritage programs. The BLM cultural heritage program received 13% of all volunteer time donated to the agency. Between 1991 and 1993 the effort equaled approximately 450,000 hours equivalent to roughly \$6 million in contributed time. NPS volunteers in archeological services between 1991 and 1993 equaled roughly 9,000 hours totalling about \$1 million in contributed time. The Arizona Site Steward program is frequently used by agencies for site monitoring and land management activities (Hoffman 1991). Avocational archeology groups are participating in agency programs, but there is little data on the nature and success of these activities. There is enormous potential to improve site protection efforts by seeking the assistance of statewide avocational archeology groups (Davis 1990,1991).

Video presentations have enormous potential for presenting sophisticated messages to a variety of target audiences and have become popular interpretive media. The BLM in Montana assisted New Dominion Pictures with filming *Ice Age Crossings*, a Learning Channel archeology series presentation. NPS helped produce a video for television in the Washington metro area about 19th-century African American sites discovered at Manassas National Battlefield Park. The DOE Hanford facility participated in development of videos emphasizing the importance of respecting Native American cultural interests and protecting archeological sites for public television viewing in public schools.

Another fascinating media development is the *ZiNj* children's magazine in partnership with the BLM, FS, NPS, National Park Foundation, and the State of Utah. Stories feature archeological topics and federal agency programs encouraging youngsters to visit public lands and to volunteer on scientific projects. *ZiNj* will be syndicated on television soon in Seattle and Salt Lake City with plans for national programming.

Public outreach is becoming a standard requirement in cultural resource management projects. The General Services Administration produces brochures and other materials as a routine component of data recovery programs. The Federal Energy Regulatory Commission often requires licensees to prepare public programs about archeological sites in the project area by publishing articles in popular and technical journals for distribution to Native Americans and the general public. The Bureau of Reclamation requires contractors to





sponsor “open-houses” and other programming as part of site evaluation contracts.

Statewide archeology events are found in over 30 states across the country. Between 1983 and 1992, 22 states held archeology weeks; 5 had activities for either a day or a weekend (Greengrass 1993: 67). Attendance figures reported from 14 states in 1991 ranged from over 300 to 122,000 people (Greengrass 1993: 9). Federal agencies with other partners have a prominent role in organizing and sponsoring these events. Federal contributions

include funds, in-kind time, and technical services. More importantly, federal agency support and involvement is critical in rural areas that are difficult to reach during a state’s activities.

Conclusion

As pointed out by Smith and Ehrenhard (1991: 104):

While there are a number of excellent programs being used to disseminate archeological information through public school systems, they have evolved with little coordination and direction.

Fortunately, a national program is not far off in the horizon. At the most recent “Save the Past for the Future” Working Conference, participants in the education workshop recognized a need in this direction and recommended the following:

- (1) develop a national clearinghouse for the collection and dissemination of information on archeological resource materials and programs,
- (2) develop minimum standards for education programs,
- (3) conduct studies to determine the effective-

ness of programs and target groups, particularly private landowners, and (4) strengthen coordination with national leaders in education agencies. The IWG, or a group similar to it, can bring these items to the forefront of their agenda and begin making progress with securing funding.

Our most supportive and informed partners, Native Americans and avocationalists, need to be actively engaged in agency programs. Tribes are actively developing programs to better manage heritage resources on tribal and ancestral lands. They have a genuine interest in how Native Americans are portrayed to the general public. We need to join them as participating partners in our educational efforts. Avocational archeology organizations also provide an immediate and energetic source of support and assistance for heritage programs. In turn, avocational societies need certification and training programs to fully participate in archeological activities. Communication must be expanded between avocationalists and professionals to create a better understanding of each others’ expectations.

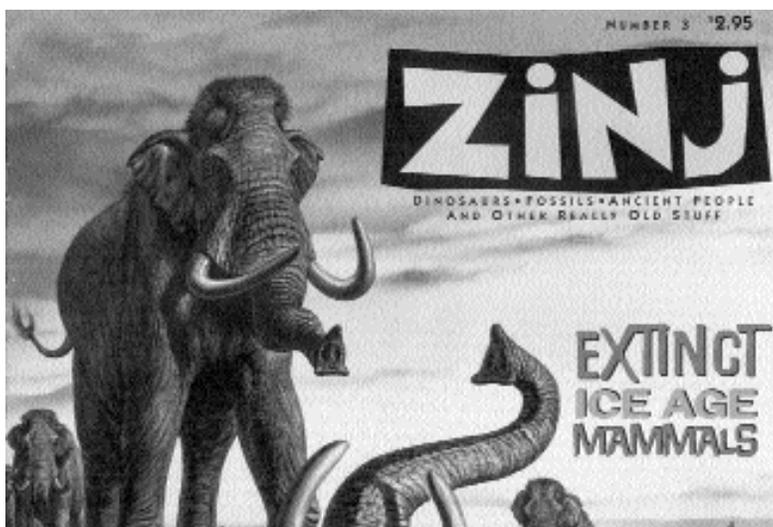
The success and variety of education and public outreach in the federal archeology program demonstrates the vigor and personal commitment of agency archeologists to promote archeological stewardship. These efforts frequently are performed under funding constraints and constant challenges to maintain a functional heritage management program. The future is no less challenging, with reorganization and restructuring in the federal government and the redefinition of program functions. Strong and long-term partnerships between agencies and with other organizations, Native Americans, and the public must be maintained to sustain the current level of educational and outreach programming.

Note

- * Federal agency information was obtained from the 1991-1993 questionnaire for the Secretary’s Report to Congress (SRC). The SRC is required by the 1974 Archeological and Historic Preservation Act (Moss-Bennett Act) and the 1979 Archeological Resources Protection Act, as amended. The National Park Service, Archeological Assistance Division is responsible for reporting this information on behalf of the Secretary of the Interior. Information presented in this article was contributed by many agency archeologists, but the author takes full responsibility for its content.

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